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City of Seattle
Human Services Department
Department of Neighborhoods: Office for Education Division

2012 Professional Development Request for Investment

GUIDELINES

I. INTRODUCTION

The City of Seattle's Human Services Department (HSD) and the Office for Education (OFE), a division of the Department of Neighborhoods (DON), are seeking investment proposals from agencies/organizations interested in providing direct or contracted professional development services to early learning and school-age care programs, caregivers, and educators. Through this investment, HSD seeks to contract with diverse Professional Development Service Providers (PDSPs) who will ensure the delivery of best and promising professional development practices through culturally responsive coaching and mentoring, college level coursework and continuing education, professional and career training, and outreach and capacity building. In essence, this RFI invites two types of applicants:

1. Applicants who have documented performance in providing culturally responsive services (those services that provide culturally relevant approaches that will meet the cultural and linguistic learning styles of a diverse population).
2. Culturally congruent applicants: those applicants who match the ethnic, linguistic, and community values of the target population. Culturally Congruent applicants may submit a culturally relevant, best practice service delivery plan for administering professional development to a culturally specific adult early learning population; such as Family Friends and Neighbors (FFNs), immigrant/refugee, or school-age care providers.

Approximately \$930,000 is available through this Request for Investments (RFI) from the following sources:

Fund Source	RFI Amount
<i>2011 Families and Education Levy</i>	\$ 359,950.50
<i>City of Seattle Human Services General</i>	\$ 570,049.50

This funding amount is for the initial contract year 2012-2013 and is accessible during the period of September 1, 2012 to August 31, 2013. Future funding is phased in over a six-year period and is contingent upon achievement of outcomes, funding availability, and performance.

All materials and updates to the RFI are available at www.seattle.gov/humanservices/funding/. If you have any questions about the 2012 Professional Development RFI, please contact: Sharon Knight, HSD Education Specialist, at 206-684-0953 or at sharon.knight@seattle.gov Sonja Griffin, HSD Strategic Advisor, at 206-684-8835 or at sonja.griffin@seattle.gov

II. TIMELINE			
Request for Investment Released			April 12, 2012
Information Session # 1*	10 a.m.- 12 p.m.	The 2100 Building 2100 24 th Avenue South Seattle, WA 98144	April 25, 2012
Information Session # 2*	1pm-3 p.m.	The 2100 Building 2100 24 th Avenue South Seattle, WA 98144	April 26, 2012
Questions from Information Sessions Posted on HSD Website			May 8, 2012
Last day to ask questions of the City			May 14, 2012
Proposals Due by 5:00 PM (late submittals will NOT be accepted)			May 17, 2012
Proposals Reviewed and Rated			May 25-June 6, 2012
Telephone Clarification of Proposals			June 7-8, 2012
Interviews with Finalists			June 18-21, 2012
Award Notification			July 6, 2012
Contract Start Date			September 1, 2012

** Please attend only one information session*

III. INVESTMENT AREA BACKGROUND

A. City of Seattle Human Services and Families and Education Levy Investment

The investment for the contract year 2012-2013 is \$570,049.50 the City of Seattle Human Services Department General Fund and \$359,950.50 from the 2011 Families and Education Levy. These investments will be focused on funding for early learning and school-age care educators, caregivers, and programs located in or around the attendance areas of low-performing elementary schools (Attachment #5). The early learning portion of this funding is focused on supporting children's development in all domains (cognitive, emotional, language, social, and physical) and improving school readiness for children entering Seattle schools in poverty and at risk for academic failure. The school-age program portion is about supporting children's success in school and life by improving the quality of their afterschool enrichment experiences.

B. 2011 Families and Education Levy

In November 2011 the fourth Families and Education Levy was approved by Seattle voters. The total amount of Levy funds allocated for professional development over the next seven years is \$5,573,696. The goals of the 2011 Levy are:

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

In order to meet these ambitious goals, children, families, programs, schools, and communities must work collaboratively to support and align collective efforts from early learning through high school to ensure our children are at grade level every step of the way. The Levy investments support children and families from early learning through their exploration of careers as young adults. Within each of the investment areas are several strategies designed to match the needs of children and families at that point in their education. The investment areas supported in the 2011 Levy include:

- Early Learning and School Readiness
- Elementary School Academic Achievement
- Middle School Academic Achievement and College/Career Preparation
- High School Academic Achievement and College/Career Preparation
- Student Health

C. Professional Development Investment Overview

Professional development is one strategy of the larger Early Learning and School Readiness investment area. Additional strategies include High-Quality Preschool Programs, Home Visiting Program (Parent Child Home Program), and Health and Mental Health Screening and Support. In particular, the aim of the professional development investment is to increase the effectiveness of instruction of preschool and school-age care teachers, the leadership of principals and directors in building an aligned PREK-3rd system, and support of parents and other caregivers in guiding children's positive development. The desired goal is to support the achievement of the outcomes of school readiness and academic success.

D. Outcomes and Indicators

Levy and General Fund investments are made for the purpose of achieving academic outcomes for children and families. Progress towards the outcomes is used to measure success and provide information for course corrections. Specific numeric targets are set each year to ensure that organizations receiving investments are clear in their goals and understand how their success will be evaluated. All Levy and designated General Fund supported programs will be selected and evaluated using an outcomes funding framework. Additional information about the outcomes funding framework is outlined in this section under the heading: Tracking to Success.

As noted earlier, the goal of the Professional Development investment area is to increase the effectiveness of instruction of preschool and school-age care educators, the leadership of principals and directors in building an aligned P-3 system, and support of parents and other caregivers in guiding children's positive development so that children succeed in life and school. Measurement of success will be tracked by the following outcomes and indicators:

Outcome 1: Early learning and school-age educators and caregivers identified by HSD will meet the Classroom Assessment Scoring System (CLASS) standard level by the end of the program year as outlined by Seattle Early Education Collaborative (SEEC). (optional in 2012-2013 school year)
Indicator 1A: Increased number of early learning and school-age educators and caregivers meeting CLASS expectations and standards outlined by SEEC
Outcome 2: SEEC early learning classrooms or programs (Comprehensive Child Care, Early Childhood Education and Assistance, and participating Head Starts, Family Child Care, and School-Age Care) will meet the Environmental Rating Scale (ERS) standard of 4 in each subscale or an average of 6 across all subscales by the end of the program year
Indicator 2A: Early learning educators and caregivers will make gains in the standard score from fall (pre) to spring (post) in their ERS, curriculum Embedded classroom Assessment, CLASS, and/or Parent and Child Together (PACT)
Indicator 2B: Children are in classrooms or programs meeting an Environmental Rating Scale (ERS) standard of 4 in each subscale or an average of 6 across all subscales

Outcome 3: Early learning and school-age care educators meet district PREK-3rd Alignment Initiatives, as outlined in the Seattle Public Schools PREK-3 rd Alignment Agreements
Indicator 3A: Early learning directors and principals develop a PREK-3 rd Alignment Plan that is in alignment with Seattle's PREK-3 rd Partnership Five Year Action Plan: 2010-2015
Indicator 3B: Each early and school-age care site will achieve goals outlined in their PREK-3 rd Alignment Plans
Outcome 4: Family Friends and Neighbor (FFNs) caregivers and Family Child Care providers identified by HSD will meet the standard on the PACT , Child Behavior Traits (CBT), or other assessment tool identified by the SEEC assessment workgroup
Indicator 4A: Family Child Care providers and Family Friends and Neighbors (FFNs) caregivers demonstrate increased positive behavior on PACT, CBT, or other assessment tool identified by the SEEC assessment workgroup
Outcome 5 : Early learning and school-age care educators and caregivers, and directors and program supervisors meet career level education requirement
Indicator 5A: Early learning and school-age educators and caregivers develop individual professional development plans
Indicator 5B: Early learning and school-age educators and caregivers achieve goals in their individual professional development plans
Indicator 5C: Early learning educators and caregivers are matriculating in academic coursework and advancing toward an AA or BA degree
Indicator 5D: Early learning educators and caregivers enrolled in academic coursework complete a minimum of 3 credits per quarter by the end of the program year
Outcome 6: Children enrolled in SEEC programs identified by HSD will meet age level assessment expectations in each domain of Teaching Strategies Gold (TSG)
Indicator 6A: Children making gains in the Standard Score from the fall pre-Peabody Picture Vocabulary Test (PPVT) to the spring post-PPVT
Indicator 6B: Children with a minimum of two assessments meeting age-level expectations on Teaching Strategies Gold (TSG)
Indicator 6C: Children who are English Language Learners (ELL) will make gains in the language and literacy domain of TSG assessments
Indicator 6D: Children are in classrooms or programs meeting an Environmental Rating Scale (ERS) standard of 4 in each subscale or an average of 6 in all subscales
Indicator 6E: Preschool students with fewer than 5 absences per semester excused or unexcused

E. Tracking to Success

Levy and General Fund funded programs will rely on approaches that have demonstrated success at achieving results. HSD and invested partners will track to success on a regular basis through a system of data collection, analysis and evaluation, and course corrections. Each program using funding from the Levy and General Fund will be required to collect specific data that is likely to be predictive of successful outcomes. Staff will be expected to review and consider student and program data on an ongoing basis to determine whether course corrections are necessary.

The outcome funding framework includes the tracking and verification of results as the key tool of program evaluation. The City will consistently review progress toward targets and make

course corrections. Targets will be updated annually based on results and progress toward outcomes and indicators will be measured using current assessments. Should these be changed or terminated during the period programs are in effect, HSD will substitute the appropriate assessment replacements.

IV. HUMAN SERVICES DEPARTMENT VISION, MISSION, VALUES

In addition to the investment outcomes stated in this RFI, investments will reflect the Seattle Human Services Department's vision, mission and values and support the Department's strategic planning work and initiatives.

Vision

The vision of the Seattle Human Services Department is that all basic needs in our communities are met through innovative and collaborative approaches. Greater Seattle is a place where the richness of our diversity is valued, all of our communities thrive, and people grow up and grow old with opportunity and dignity.

Mission

The mission of the Seattle Human Services Department is to connect people with resources and solutions during times of need so we can all live, learn, work and take part in strong, healthy communities.

Values

We accomplish our mission by adhering to core values and funding programs whose work supports them:

- Vision – we are future-focused, funding outcomes that create a stronger community.
- Innovation – we foster an environment where creativity and new approaches are valued, tested, refined and implemented.
- Results – we fund and administer programs that are accountable, cost-effective, and research-based, ensuring people receive high-quality services.
- Equity – our resources are devoted to addressing and eliminating racial, social, economic, and health disparities in our community.
- Creative collaboration – we share the collective wisdom of our colleagues and community to develop and implement programs.
- Service – we ensure the programs we support are accessible to all community members and deliver high-quality, welcoming customer service.

V. PROFESSIONAL DEVELOPMENT PROGRAM REQUIREMENT

A. Program Model

The funding investment in this RFI is delivered through the framework of the Seattle Early Education Collaborative (SEEC) to administer four professional development components:

- 1) On-Site Coaching and Mentoring
- 2) Professional and Career Training

- 3) Training the Trainer and Outreach-Family Friends and Neighbors(FFNs)caregivers
- 4) College Level Coursework and Continuing Education

Via the four service components it is expected that the Professional Development Service Provider/s (PDSPs) will ensure the delivery of approximately 150 hours of training, 10,000 hours of coaching and mentoring, and approximately 50 early learning and school-age care educators and providers matriculating and progressing towards the completion of an Associate's or Bachelor's degree in child development, education, or related field. The allocated funds for each component are outlined under the associated heading.

Educators and caregivers who will be the recipient of SEEC professional development services serve as pre-k teachers, birth-3 center-based providers, school-age care providers, family child care providers, Family Friends and Neighbors (FFNs) caregivers, coaches, program supervisors and agency directors, and Seattle Public Schools K-3 teachers and principals. The educators include a diversity of participants who speak more than 16 languages, have diverse skill sets and levels of professional development and education, and come from a wide range of economic and ethnic backgrounds. Education levels range from having no education in early learning or school-age care to having a doctorate degree in bilingual education. Experience levels range from just entering the profession to being in the profession well over 20 years. These educators and caregivers come from a diversity of programs that are briefly described in Attachment # 4.

B. Service Components

Applicants may propose to provide professional development services for one or more of the professional development components. In the event that separate professional development components are awarded to separate PDSPs, or in the event that several PDSPs will operate under one component, the PDSPs will operate under a binding partnership agreement or Memorandum of Understanding (MOU). HSD reserves the right to fund a portion of an application.

Each component requires a detailed description of how services are or will be culturally and linguistically compatible with cultural and linguistic needs and learning styles of the diverse target population of learners. An applicant can propose a culturally relevant approach or a community congruent partnership approach. A **culturally relevant approach** is an approach that is culturally and linguistically responsive to a particular population (African, immigrant/refugee, or monolingual (other than English)). Essential to providing a culturally relevant approach is ensuring that program staff and board members reflect the ethnic and linguistic communities being served. A **congruent partnership approach** is when an agency's staff and services are not reflective or compatible with the community served, and to obtain congruency, the agency contracts with a culturally relevant individual or organization that possesses strong ties within their communities. To achieve cultural congruency, at the beginning of the contract year and in conjunction with HSD, each PDSP is required to conduct a Request for Qualifications (RFQ) process. Through this process, the PDSP and HSD qualify subcontractors to provide necessary services in order to achieve cultural congruency of professional development activities. Subcontractors will be evaluated and qualified separately based on their relative experience for each type of service, and the criteria may vary. A subcontractor may be qualified for providing one or more services in one or more capacities. The PDSP bears all operational and financial responsibilities for the RFQ process. By receiving culturally responsive professional development services, educators and caregivers can then

begin to improve their knowledge and skills for preparing all children to succeed in school and life.

Following are the requirements for all professional development service components. All the **requirements listed in this RFI are non negotiable** and are necessary for the professional development services offered.

Non Negotiable Requirements

1. Alignment.

- a) To avoid duplication of services and to ensure networking and partnering between components, all PDSPs will be aligned among all four service components.
- b) All PDSPs will be aligned with best and promising practices, initiatives, and state, regional, and national standards including, but not limited to, the Classroom Assessment Scoring System (CLASS), Common Core State Standards, Early Childhood Education and Assistance Program (ECEAP) Guidelines, Head Start standards, Parent and Child Together (PACT), Seattle's PRE-K-3rd Partnership Five Year Action Plan, Seattle Public Schools' Alignment initiative, Washington Quality Rating and Improvement System (QRIS), Washington Administrative Codes (WAC), and Washington Management Education Registry and Information System (MERIT). Such alignment will lead to unduplicated professional development efforts. Information regarding each of these systems is available at <http://www.seattle.gov/neighborhoods/education/rfq.htm>.

2. Training on Core Components. Research, evaluative reports, and culturally responsive teaching practices imply that educators and caregivers need and want professional development that is rigorous and culturally and linguistically responsive. Subsequently, the incorporation of such is critical when supporting diverse knowledge and skill levels. PDSPs will ensure that professional development on any or the entire core competency components listed below is adapted to the needs and interests of the caregivers, educators, directors, and/or principals. **All professional development services for the following core components must be culturally responsive.**

- a) child development
- b) cultural competency
- c) curriculum and assessment
- d) development of child portfolios
- e) family engagement
- f) health nutrition and safety
- g) home personal safety
- h) dual language learners
- i) language and literacy
- j) leadership and program management
- k) math and science
- l) prek-3rd alignment
- m) reflective teaching practices
- n) school readiness
- o) social and emotional development
- p) working with families (including homeless families)

3. Cultural Competency and Diversity Capacities. In addition to all core competency components being culturally responsive, the PDSP must have the following capacities:
 - a) Capacity and staff to provide bilingual/bicultural support for adult learners in their home language.
 - b) Ability to conduct culturally relevant outreach to enroll the contracted number of educators and caregivers. When conducting outreach, all agencies will collaborate with Seattle Public Schools (SPS) and ethnic community-based agencies and members.
 - c) Proven experience providing culturally appropriate professional development approaches and services that are responsive to diverse professional goals, educational needs and unique interests of caregivers, educators, directors, and principals.
 - d) Ability to conduct an annual Request for Qualifications (RFQ) process, with specific outreach to culturally and linguistically diverse coaches and mentors, trainers, and college instructors to ensure the development and sustainment of a pool of qualified culturally diverse professional development service providers.
4. Data Driven: The PDSP must ensure that its professional development opportunities are data driven by participating in the following data-related activities:
 - a) Collect all data required by HSD and any additional data needed for an independent evaluation, if and as requested. The PDSP must participate in HSD's semi-annual (Fall and Spring) evaluations of professional development services. Based on results, HSD will provide mid-course corrections for each agency.
 - b) Based on data analysis, demonstrate the abilities to collect professional development data (academic coursework, coaching hours, individual professional development plans, quality improvement plans, and training), assessments, and child outcomes to inform teacher practices. Data must be analyzed, and synthesized to monitor progress towards achieving outcomes and differentiating professional development activities as the data warrant.
5. Successful Past Experience. The agency must have demonstrated successful experience in providing professional development services which support strong child development and has resulted in increased skills/knowledge of educators and caregivers, agency directors and program supervisors of early learning and school-age care programs, family child care providers, and/or Family Friends and Neighbors (FFNs) caregivers.
6. Collaboration. The agency must ensure that professional development services are delivered in collaboration with SEEC and other system partners to ensure non-duplication of services.
7. Leveraging. The agency must leverage additional funding and services.
8. Other Requirements. The agency must meet the following additional requirements.
 - a) Provide HSD with all program and financial information requested in a timely manner.

- b) Agree to be audited and monitored according to the standards in the HSD Master Agency Services Agreement.
- c) Maintain proactive, solution-oriented communication with HSD.

C. Service Component 1: On-site Coaching and Mentoring (\$475,000 available)

The purpose of on-site coaching and mentoring is to provide on-site mentors and/or field advisors for preschool educators/caregivers and school-age educators who participate in the other two components of professional development-academic coursework classes and training. The coaches provide early learning or school-age educators/caregivers with the opportunity to receive highly individualized, culturally appropriate training in children's cultural and social contexts. Coaching and mentoring create a powerful alliance between the educator/caregiver and an on-site coach that provides educators/caregivers with hands-on instruction to help them effectively apply the theoretical concepts in their coursework and professional training to the children in their classroom or home.

This RFI may fund one or more culturally appropriate professional development service providers/agencies that will provide approximately **10,000 hours of on-site coaching and professional advising services** to the following types of child care and school-age agencies/providers:

- Step Ahead sites
- Birth-Three Center Based Providers at Step Ahead sites
- Early Childhood Education and Assistance Program (ECEAP)
- Comprehensive Child Care Program (CCCP) Pre-K teachers
- Designated Family Child Care Providers
- Designated Family Friends and Neighbors (FFNs) caregivers
- School-Age Care

Requirements for the Coaching and Mentoring services:

1. Qualifications of Coaches: The PDSP must document that coaches have the following qualifications:
 - a. Master's degree in Early Childhood Education, Education, or related field and experience teaching early learning and school-age educators or caregivers. **OR,** Documented education in early learning or school-age care and expertise in coaching or mentoring early learning and school-age care adult educators or caregivers.
 - b. Prior knowledge and experience interpreting and utilizing a variety of program, classroom, teaching practice, and child development and district assessment data for outcome improvement.
 - c. The PDSP will ensure that a specified number of coaches will be State Training and Registry System (STARS) approved by the Washington State Managed Education and Registry Information Tool (MERIT) system.
 - d. Engage in at least 15 hours of continuing professional development; five hours must be related to culturally responsive coaching/teaching practices and five hours must be related to adult learning principles.
2. Orientation of Coaches. The PDSP must provide the following orientation topics to coaches
 - a. Seattle Early Education Collaborative
 - b. Annual Professional Development Contract
 - c. PREK-3rd Alignment and contract assessment requirements

3. Assignment of Coaches. The PDSP must use the following principles to assign coaches to the classroom/childcare site:
 - a. Each designated classroom, agency, School-Age Care provider, or designated Family Child Care Provider (FCCP) and Family Friends and Neighbors (FFNs) caregiver must be matched with a culturally and linguistically appropriate on-site coach.
 - b. Coaches must be assigned based on data results, their professional expertise and knowledge of program type (Step Ahead, School-Age Care, ECEAP CCCP, FCCP) standards and requirements, and programs' needs and resources.
4. Quality of Coaches. The PDSP will provide training and supervision to coaches to ensure quality of services. Training and supervision will particularly focus on adult education, early learning and school-age care best and promising practices and culturally responsive and anti-bias practices.
5. On-Site Responsibilities of the Coaches. Coaches must provide all of the following services in the classroom/childcare setting:
 - a. Understand the cultural and social context of the adults and children served
 - b. Collect baseline assessment and observational data before instructional changes are implemented in order to measure the results of their action on teacher effectiveness and children's learning
 - c. Assist educators, caregivers, and programs in developing measurable, achievable goals and ways to document them
 - d. Arrange or deliver on-site trainings that address the emergent needs of programs, children, and families being served
 - e. Assist educators/caregivers in developing Individual Professional Development Plans (IPDPs) with annual goals, activities and outcomes; IPDPs will be data informed
 - f. Update IPDPs with each educator/caregiver in consultation with the preschool director or program supervisor and the HSD education specialist assigned to the program
 - g. Conduct approximately three (3) classroom observations per year and use collected data as a guideline to assess the fidelity of curriculum implementation and to strengthen teaching practices and program services
 - h. Develop a program/classroom Quality Improvement Plan (QIP) by using assessment and observational data from multiple sources and support the plan's execution through coordination with program director or supervisor, teaching staff, and the assigned HSD education specialist
 - i. Help educators/caregivers transfer and implement the knowledge gained in professional development trainings and college-level courses into skills that educators/caregivers regularly and successfully use in their learning environments
 - j. Understand the needs of adult learners to respond effectively to the range of adult learning styles and support teachers to meet their professional goals
 - k. Use the following data for informing the coaching process and improving outcomes: Child, classroom, teacher, and program assessments; Quality Improvement Plan; Individual Professional Development Plans; teaching staff academic/training course syllabi; and coaching and director evaluation data
 - l. Provide culturally responsive resources and training for Family Child Care providers Family Friends and Neighbors (FFNs) caregivers
 - m. Support kindergarten readiness outreach efforts

- n. With school-age care providers, develop annual coaching plans including objectives, potential strategies, desired outcomes, community resources, participants involved, and a timeline. Objectives will be tailored to the needs of the individual program as defined by the program staff, the HSD or school-age care Parks site assessment, licensing requirements, and the Seattle Public Schools Community Alignment Initiative Partnership Plan, cultural relevancy, kindergarten transition and learning reinforcement strategies and other goals related to the Seattle Public Schools' Community Alignment Initiative
- o. Assist in the process of fostering linkages with school principals, early learning educators, owners, caregivers, and other key persons (family support worker, counselor, etc)

6. Additional Responsibilities of Coaches.

- a. Foster partnerships with SPS elementary schools to ensure seamless transitions, and coordinated services; for school-based programs, comply with SPS Alignment initiative standards
- b. Participate in most or all SEEC professional development training events and activities that are required for principals, program directors or supervisors and teaching staff

7. Role of HSD. HSD will:

- a. Approve all coaches to ensure they meet HSD's requirements prior to signing a memorandum of agreement and/or coaching contract, and being deployed to an agency or site
- b. Ensure that all coaches are deployed no sooner and no later than the designated deployment date
- c. Work collaboratively with coaches to ensure reflective coaching practices and the delivery of teaching quality

D. Service Component 2: Professional and Career Training (\$255,000 available)

Professional and career training services are educational and career enhancing opportunities that reflect the latest research and best practices in early learning and school-age care and in bilingual/multicultural child development, and are delivered in an environment that includes experiential learning. Professional and career training services are offered in a multi-cultural context that builds on the strengths inherent in the culture and diversity of educators and caregivers to further develop their skills to provide culturally responsive programming.

The investment provided under this component area is used to fund the delivery of approximately ***150 hours of early learning and school-age care core competency training*** for the following types of educators and caregivers:

- Step Ahead programs
- Birth-Three center-based providers at Step Ahead programs
- Early Childhood Education and Assistance Program (ECEAP)
- Comprehensive Child Care Program (CCCP)
- Pre-K teachers
- Program supervisors and directors
- School Principals
- Designated Family Child Care providers
- Designated Family Friends and Neighbors (FFNs)
- School-Age-Care providers

Requirements for Professional and Career training services:

1. Qualifications of Trainers: The PDSP must document that trainers have the following qualifications:
 - a. Master's degree in Early Childhood Education, Education, or related field and experience teaching early learning and school-age educators or caregivers. **OR**, Documented education in early learning or school-age care and expertise in coaching or mentoring early learning and school-age care adult educators or caregivers.
 - b. Prior knowledge and experience interpreting and utilizing a variety of program, classroom, teaching practice, and child development and district assessment data for outcome improvement.
 - c. The PDSP will ensure that a specified number of trainers will be State Training and Registry System (STARS) approved by the Washington State Managed Education and Registry Information Tool (MERIT) system.
2. Service Delivery Alignment Plan. The PDSP will develop an annual training calendar and service delivery plan that outlines alignment with the following:
 - a. Seattle Early Education Collaborative (SEEC) Partners:
 - Early Childhood Education and Assistance Program (ECEAP)
 - Head Start
 - Seattle Public Schools
 - Seattle Department of Parks and Recreation
 - b. Assessments and Best and Promising Practices
 - Classroom Assessment Scoring System (CLASS)
 - Common Core State Standards
 - Early Childhood Education and Assistance Program (ECEAP) Guidelines
 - Head Start Performance Standards
 - Seattle's PREK-3rd Partnership Five Year Action Plan
 - Seattle Public Schools Alignment Initiative
 - Washington Quality Rating and Improvement System (QRIS)
 - Washington Administrative Codes (WAC)
 - Washington Management Education Registry and Information System (MERIT)

Such alignment will lead to unduplicated professional development.

3. Diversity of Content Expertise. The PDSP will ensure at a minimum, the following diversity of expertise is reflected within a pool of trainers: adult education, child development, brain research, culturally responsive teaching, cultural competency, developmentally appropriate practice, bilingual language development, Creative Curriculum, High Scope curriculum, language acquisition, literacy and math, special education, inclusive learning environments, culturally relevant teaching practices, Reggio Emilia approach, Montessori approach, School-Based programming, Study approach, dual language model (Soy Bilingual), kindergarten readiness, kindergarten transition, early learning and school-age care assessments, and classroom management strategies.
4. Delivery of Training Services. The PDSP will offer training in a variety of educational formats including online, hybrid (combination of in-class time and online), evening,

weekend, institutes, and community classes (cohorts) and within Seattle neighborhoods to ensure the accessibility for participants and the SEEC community.

5. Training Evaluation. The PDSP will evaluate each training activity with pre- and post-evaluation methods documenting the degree to which the training met stated learning objectives. Additionally, the PDSP will develop a training evaluation system for participants, which utilizes several assessment formats to analyze the pre- and post-evaluation knowledge and skills based on stated learning objectives for educators and caregivers, agency directors and program supervisors, and elementary principals. The data collected will be used to provide continuity of training activities throughout the system in terms of content, teaching practice, and methodology.
6. Trainers' Responsibilities. Trainers administering training to the target population must:
 - a. Understand the cultural and social context of the adults and children served
 - b. Understand the needs of adult learners and respond effectively to the range of adult learning styles
 - c. Deliver trainings that meet the needs of adult learners and be experienced in responding to adult learning styles and skillfully support and collaborate with diverse audiences
 - d. Deliver trainings that reflect the curricula and kindergarten readiness
 - e. Deliver trainings that reflect the latest research and best practices in early learning and school-age education, in bilingual and multicultural child development, and be delivered in an environment that includes experiential learning
 - f. Deliver trainings in a multicultural context that builds on the diversity of participants to further develop their skills for individualizing for children and creating culturally responsive learning environments
 - g. Provide course guides for use by participants and their coaches in the implementation of their Individual Professional Development Plans (IPDPs)
 - h. Modify instructional techniques and evaluation strategies, based on information extracted from data and to meet the diverse learning styles and cultural needs of participants with a variety of programs standards
 - i. Use data from the following sources to guide their work with early learning and school-age care educators and caregivers, agency directors, program supervisors and principals and create effective strategies for improving outcomes:
 - Program assessments
 - Classroom assessments
 - Child assessments
 - Program quality improvement plan
 - Teacher individual professional development plans
 - Teaching staff academic/training course syllabi
 - Trainers' evaluation data
8. Role of HSD. HSD will approve proposed trainings to ensure they meet HSD's requirements, prior to advertising to the SEEC community.

E. Service Component 3: Training the Trainer and Outreach-Family Friends and Neighbors (FFNs) caregivers (\$80,000 available)

The purpose of this family centered professional development is to create connections to the Seattle Public School system and to provide nontraditional professional development

opportunities for licensed Family Child Care Providers and Family Friends and Neighbors (FFNs) caregivers; those caregivers who offer child care not as a profession, but as a convenience for a family member, friend, or neighbor. One of the approaches in which services will be delivered under this component is via a Professional Development Hub, a place in which training opportunities and Pre-K-3rd alignment activities are open to community early learning and school-age care providers, Family Child Care providers, and Family Friend and Neighbor caregivers. Applicants wishing to provide professional development services to this population of providers (integrated with the other population of providers or separate) must clearly document the ability to provide resources and services that are culturally and linguistically responsive: meeting the cultural and linguistic needs of approximately 120 individual providers and children and families served. Qualified Step Ahead Preschool Programs may apply to be a Professional Development Hub. Consequently, the successful service provider(s) is required to work in conjunction with the qualified Step Ahead Preschools.

Requirements for Training the Trainer and Outreach-Family Friends and Neighbors services:

1. Qualifications of Family Engagement Liaisons/Coaches/Trainers.
 - a. The PDSP will ensure that a specified number of family engagement liaisons, coaches/trainers will be State Training and Registry System (STARS) approved by the Washington State Managed Education and Registry Information Tool (MERIT) system
 - b. The PDSP will ensure that family engagement liaisons, coaches/mentors/trainers have documented education and experience working with Family Child Care Providers and or Family Friends and Neighbors (FFNs) caregivers
2. Deployment Model Outreach. The PDSP will use a model in which culturally and linguistically congruent family engagement liaisons, coaches/mentors/trainers are deployed to home-based programs, community learning centers, and preschool and/or elementary schools.
3. Primary Language. The PDSP will provide outreach and training in the primary language of providers and caregivers.
4. Training the Trainer. To increase the capacity of culturally responsive family engagement liaisons, coaches/mentors/trainers, the PDSP will institute a series of “training the trainer” institutes in settings that are culturally congruent, and in a variety of formats including online, hybrid, evening, weekend, and community learning centers.
5. Responsibilities of the PDSP Family Engagement Liaisons, Coaches, Trainers. Family Engagement Liaisons, Coaches, and Trainers are responsible for the following:
 - a. Providing school readiness materials that reflect the latest research and best practices in early learning education and school-age care, in bilingual and multicultural child development, and are delivered in an environment that includes experiential learning
 - b. Providing culturally relevant services and providing culturally responsive resources that meet the needs of adult learners

- c. The PDSP will ensure that the family engagement associate/coach/mentor will use the following data to guide their work with early learning educators and caregivers, agency directors, program supervisors and principals and create effective strategies for improving outcomes:
 - Caregiver assessments
 - Child assessments
 - Associate/coach/mentor evaluation data
 - d. The PDSP will ensure that family engagement liaisons/coaches/mentors will modify their instructional techniques and evaluation strategies, based on information extracted from data and to meet the diverse learning styles and cultural needs of participants
 - e. The PDSP will ensure the following, but not be limited to, diversity of expertise within the pool of trainers: adult education, child development, brain research, culturally responsive teaching, cultural competency, developmentally appropriate practice, Creative Curriculum, High Scope curriculum, literacy and math, special education, inclusive learning environments, culturally relevant teaching practices, Reggio Emilia approach, Montessori approach, School-Based programming, Study approach, dual language model, kindergarten readiness, kindergarten transition, early learning and school-age care assessments, and classroom management strategies
6. Role of HSD. HSD will approve Family Engagement activities to ensure they meet HSD's requirements prior to implementation.

F. Service Component 4: College Level Coursework and Continuing Education (\$120,000 available)

This funding provides financial assistance for early learning and school-age educators and caregivers, agency directors and program supervisors for academic coursework. Individual professional development goals will guide the academic advising and selected coursework. HSD criteria determine the academic tuition and other financial support available. Criteria may include:

- Probability of receiving an Early Childhood Education or related subject degree
- Number of years employed with the program
- Participation in cohort based program; or
- Participation in a dual language academic program
- Ability to receive other funds or scholarships
- Each participant agrees to follow retention guidelines and other related coursework program requirements.

Consequently, academic coursework is an education experience that is directly tied to educators' and caregivers' individual professional development goals toward professional degree completion and graduation requirements for community and technical colleges and four-year institutions. Professional development academic advising and coursework will be differentiated to meet the cultural and educational needs of the educators and caregivers. Additionally, advising and coursework provided by the community, technical or four-year

academic institutions will be appropriate to meet the needs of educators and caregivers individual professional development plans.

During contract year 2012-2013, there will be approximately **50 SEEC Scholars; educators and caregivers matriculating at a college or university to obtain a degree in early learning, education, or a related field**. In addition to other colleges and universities, the majority of SEEC scholars annually attend Goddard College, Green River Community College, Highline Community College, North Seattle Community College, Renton Technical College, Seattle Central Community College, Shoreline Community College, South Seattle Community College, Seattle Pacific University, and University of Washington. Current attendees are matriculating and pursuing an Associate, Bachelors, or a Masters Degree. To ensure seamless integration between the professional development system's components, the academic coursework and advising obtained from these colleges, as well as other participating colleges, must align with on-site coaching and professional advising services, as well as with training services

Requirements for the College Level Coursework and Continuing Education services

1. Academic Advising. The PDSP will provide academic advising to support the achievement of individual professional development goals, ensure smooth transition from one institution to another and limit the impact on students in terms of lost credits or gaps in knowledge
2. Academic and Financial Resources. The PDSP will provide educators and caregivers, agency directors and program supervisors with cost-effective academic resources, including a variety of scholarship programs, community classes, or through development of courses with instructors under contract
3. Matriculation Agreements. The PDSP will ensure that academic advising will support educators and caregivers, agency directors and program supervisors with degree completion; matriculation. Contracts with matriculating students and documentation of matriculation are required
4. Partnerships with Academic Institutions. The PDSP will have documented partnerships with academic, financial aid, and student services departments at institutions of higher education that SEEC educators and caregivers attend
5. Tuition Reimbursement. The PDSP will ensure efficient administration of a voucher payment system
 - a. Prior to issuing vouchers, at the minimum, the PDSP will document matriculation and degree completion timeline for each SEEC Scholar.
 - b. The PDSP will ensure that tuition and graduation fees are processed in a timely manner and any concerns or questions associated with tuition or graduation are promptly managed and resolved.
 - c. The PDSP will have on file the following documentation for each matriculating student before tuition is reimbursed:
 1. Individual Professional Development Plan
 2. Certificate/Letter of Matriculation
 3. Academic Schedule and Course Syllabi

4. Payment Vouchers
5. Receipt of Payment from Academic Institution
- d. The PDSP will ensure tuition reimbursement funds are restricted to classes required for degrees and when applicable (not evident in transcripts), classes that address the required core competency trainings:
 - child development
 - cultural competency
 - curriculum and assessment
 - development of child portfolios
 - family engagement
 - health nutrition and safety
 - home personal safety
 - language and literacy
 - leadership and program management
 - math and science
 - prek-3rd alignment
 - reflective teaching practices
 - school readiness
 - social and emotional development
 - working with families

6. Role of HSD. HSD will provide a list of eligible SEEC Scholars to the PDSP.

VI. APPLICANT ELIGIBILITY

Applications meeting the requirements of this request for investment will be accepted from any legally constituted entities that meet the following conditions:

1. The applicant is incorporated as a private non-profit corporation in the State of Washington and has been granted 501(C) (3) tax exempt status by the United States Internal Revenue Service OR is a public corporation, commission, or authority established pursuant to applicable Washington State law.
2. The applicant's 501(C) (3) status is in good standing and has not been revoked in the previous calendar year.
3. The applicant must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the preschool.
4. The respondent has a demonstrated capacity to ensure adequate administrative and accounting procedures and controls necessary to safeguard all funds that may be awarded under the terms of this RFI.
5. The respondent demonstrates the capacity to meet program expenses in advance of reimbursement.

VII. CLIENT DATA AND PROGRAM REPORTING REQUIREMENTS

Agencies must be able to collect and report client-level demographic and service data as stated in the contract. Agencies must implement policies and procedures to ensure privacy and confidentiality of client records for both paper files and electronic databases.

VIII. CONTRACTING REQUIREMENTS

1. Any contract resulting from this request for investment will be between the City of Seattle Human Services Department and the legal Professional Development Service Provider (PDSP).
2. Applicants will be required to comply with the Terms and Conditions of the Human Services Department Master Agency Service Agreement (MASA). These requirements will be included in any contract awarded as a result of the Request for Investment and are not negotiable. A copy of the MASA is available at <http://www.seattle.gov/humanservices/funding/default.htm>.
3. The contract is an outcome-based contract in which a portion of the funding is contingent upon meeting agreed outcomes. Contracts run for a term from September 1 to August 31 each year. Contracts will be renewed annually conditioned on funding availability and the preschool's successful performance in meeting outcomes. Contracts may also be amended to ensure that services and outcomes align with emerging community needs or due to availability of funding.
4. HSD will attach Exhibits and Attachments to all resulting contracts which will further specify program terms, rules, requirements, guidelines and procedures.
5. Contractors will be required to maintain books, records, documents, and other evidence directly related to performance of the work in accordance with generally acceptable accounting procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of seven (7) years after completion of work.
6. Contractors must complete all required reports and billing documentation as stated in the contract. Reimbursement will be contingent upon receipt and approval of required reports. Additional data may be required for audit or evaluation purposes.
7. All programs funded through this RFI must publicly recognize HSD's contribution to the program.
8. Contractors will maintain a public liability insurance policy with a minimum limit of \$1,000,000, naming the City of Seattle as insured.
9. Contractors must have the capacity to protect and maintain all confidential information gained by reason of this contract against unauthorized use, access, disclosure, modification or loss.
10. Contracts must be able to collect and report data as described in Section VIII.

IX. SELECTION PROCESS

This Request for Investment process is competitive. All interested parties must submit a complete application packet to be considered for funding. Applications will be rated based on the criteria for providing the required service components according to the standards outlined in these application materials.

The proposals will be rated by a committee of people with experience in early learning, school age-care, and family engagement. The program contact person listed in your completed Cover Sheet (Attachment 1) may be contacted by telephone, email or mail to clarify application contents. Please ensure you list a person who will be available during the telephone clarification period: June 7 and 8, 2012.

Each professional development component receives a rating for two elements: the application and the interview, each which are worth 100 points. To move to the interview process, applicants must meet the minimum qualifications and receive 80% out of 100% on the application rating. Applicants who are selected for an interview must be available during the interview window, June 18-21, 2012. Interviews are approximately 90 minutes. Each component will be evaluated separately and will compete for funding against like component responses from other applicants. However, HSD reserves the right to select the best overall combination of components that ensures the delivery of all professional development services. The rating panel and interview teams will make investment recommendations to the HSD and Office for Education directors. Notification of investment awards will be sent to the Executive Director of the applicant organization. The City reserves the right to make an award without further discussion of the submitted application packet. If selected for funding, applicants should be prepared to accept the terms outlined in the program requirements for incorporation into a contract resulting from this Request for Investment.

X. APPEALS PROCESS

A proposer is any legal entity that has responded to a formal process (Request for Investments (RFI), Request for Qualifications (RFQ), Request for Proposals (RFP), bid requests, notice of funding availability or similar process) conducted by the Human Services Department in soliciting applications for the provision of defined services. Proposers have the right to protest or appeal certain decisions in the award process made by HSD.

Grounds for Appeals: Only an appeal alleging an issue concerning the following subjects shall be considered:

- A matter of bias, discrimination, or conflict of interest;
- Errors in computing scores
- Violation of policies or guidelines established in the RFI/RFQ/RFP; and/or
- Failure to adhere to published criteria and/or procedures

Appeals Deadlines:

1. The Human Services Department will notify all proposers in writing of the acceptance or rejection of the proposal, and if appropriate, the level of funding to be allocated.

2. Within ten (10) working days from the date of the written notification, the proposer may submit a written appeal to the HSD Director.
3. The HSD Director will review the written appeal and may request additional oral or written information from the appellant organization. A written decision of the HSD Director will be made within ten (10) working days of the receipt of the appeal. The HSD Director's decision is final.
4. If an appeal is filed, no new contracts resulting from the solicitation may be finalized until the appeal process is completed or the appeal resolved. An appeal may not prevent HSD from issuing an interim contract for services to meet critical client needs.

Appeals Form and Content:

A notice to HSD staff that a proposer intends to appeal does not reserve the right to an appeal. The proposer must actually file an appeal within the required deadlines, and following proper format. A casual inquiry, complaint, or an appeal that does not provide the facts and issues, and/or does not comply with the form, content or deadlines herein, will not be considered or acted upon as an appeal.

All appeals shall be in writing and state that the proposer is submitting a formal appeal. Deliveries by hand, e-mail or fax are acceptable. HSD is not responsible for assuring an appeal is received by HSD within the appeals deadline. If HSD staff does not receive the appeal in a timely manner, the protest can be rejected. Address the appeal to:

Dannette R. Smith, Director
Seattle Human Services Department
700 5th Ave., Suite 5800
P.O. Box 34215
Seattle, WA 98124-4215

Include the following information in your appeal letter. Include all information you want considered within the package you submit. Failure to provide the following information can result in rejection of your appeal if the materials are not sufficient for HSD to adequately consider the nature of your appeal:

- a. Agency name, mailing address, phone number, and name of individual responsible for submission of the appeal;
- b. Specify the RFI/RFQ title;
- c. State the specific action or decision you are appealing;
- d. Indicate the basis for the appeal including specific facts;
- e. Indicate what relief or corrective action you believe HSD should make;
- f. Demonstrate that you made every reasonable effort within the RFI/RFQ schedule to resolve the issue, including asking questions, attending information sessions, seeking clarification, and otherwise alerting HSD to any perceived problems; and
- g. Signed by an authorized agent of the Agency.

Appeals Process:

The HSD Director will review the appeal. All available facts will be considered and the HSD Director shall issue a final decision. This decision shall be delivered in writing by e-mail, fax, or mailed notice to the proposer making the appeal.

Each written determination of the appeal shall:

1. Find the appeal lacking in merit and uphold the City action; or
2. Find only immaterial or harmless errors in HSD's RFI/RFQ process and therefore reject the appeal; or
3. Find merit in the appeal and proceed with appropriate action, which may include but is not limited to rejecting all intended awardees or re-tabulating scores.

If HSD finds the appeal without merit, HSD may continue with the funding process or enter into a contract with the successful PDSPs if the contract has not been previously signed. Even if the appeal is determined to have merit, HSD may issue an interim contract for services to meet critical client needs. Nothing herein shall diminish the authority of HSD to enter into a contract, whether an appeal action or intention to appeal has been issued or otherwise.



City of Seattle
Department of Human Services
Department of Neighborhoods: Office for Education Division

2012 Professional Development Request for Investment

APPLICATION

Instruction and Materials

I. SUBMISSION INSTRUCTIONS & DEADLINE

Completed proposal packets are due by 5:00 pm on Thursday, May 17, 2012.

Proposal packets must be received in person, by mail, or electronic submission. No faxed or E-mailed proposals will be accepted. Proposals must be received and date/time stamped by the 5 p.m. deadline. *Late or incomplete proposals will not be accepted or reviewed for funding consideration.*

- Electronic Submittal: Proposals may be submitted electronically via HSD's Online Proposal Submission System at <http://web1.seattle.gov/hsd/rfi/index.aspx>.
- Hand Delivery or US Mail: The proposal packet can be hand delivered or mailed to:

Seattle Human Services Department
RFI Response –Professional Development
ATTN: Sharon Knight

Delivery Address
700 5th Ave., 58th Floor
Seattle, WA 98104-5017

Mailing Address
P.O. Box 34215
Seattle, WA 98124-4215

II. FORMAT INSTRUCTIONS

NOTE: All responses must be prepared at the respondent's sole cost and expense.

Response Format

Excluding the Cover Sheet (Attachment #1), the Budget Form (Attachment #2), and the sample data reports required for the Tracking to Success section, the response (doubled or singled space), is not to exceed 15 pages (8½" X 11"), single-sided, typed or word-processed, size 12 Arial font, with one-inch margins. Proposals which do not follow the required format may be

deemed unresponsive and not rated. Doubled or singled space, materials beyond the 15-page limit will be removed for purposes of the evaluation.

Do not rewrite the entire questions, just write the headings and put the response packet together in the following order:

1. Cover Sheet
2. Proposal Narrative Response
 - Organization
 - Budget
 - Partnerships
 - Tracking Results
 - Professional Development
 - Culturally Responsiveness
3. Program Budget Summary
4. Program Budget Staffing Summary
5. Key People
6. Previous Experience
7. Tracking to Success (including sample data reports)
8. Women and Minority Inclusion; Non-discrimination

III. PROPOSAL NARRATIVE & RATING CRITERIA

For each section, submit a brief, yet detailed narrative response addressing the requested information. Criterion upon which each section is rated is outlined in each section.

Section I: Organization (15 points)

The purpose of this section is for you to provide background information regarding your organization and the services that it provides. Provide a brief, yet detailed description of your organization that includes the following:

- a. Describe your organizational structure.
- b. Describe your organization, its vision, mission, goals, guiding principles, and any values that are critical to your organization.
- c. Describe your organization's experience, core expertise and services provided to the priority population: Educators and caregivers serving as pre-k teachers, birth-3 center based providers, school-age care providers, family child care providers, Family Friends and Neighbors (FFNs) caregivers, coaches, program supervisors and agency directors, and Seattle Public Schools K-3 teachers and principals.
- d. Describe the role that your organization currently plays in providing professional development. Include in your description groups you serve from the priority population.
- e. How do you support adult learning styles and collaborate with educators and program administrators to ensure they meet individual professional goals?
- f. How would you support early learning and school-age care programs in implementation of curricula, teaching methodology, and classroom management strategies that are relevant to cultural and social contexts of children served?
- g. How would you address challenges and barriers in the delivery of professional development services that your organization will provide?

- h. Describe results, not activities, within the past two years that you consider relevant to this proposal. Include information about both direct services and your effectiveness in partnering with culturally congruent organizations within the early learning and school-age care communities.
- i. Describe the relationships between the director of your organization and the managers that clearly demonstrate an accountability of all components of professional development in a coordinated system of services with data analysis and measurable outcomes.
- j. Describe the professional development opportunities that are available to your staff.
- k. How do your current professional development services align with the vision and direction for the professional development system described in this RFI? Include in the description alignment with early learning and school-age care best and promising practices, child and adult assessments, SEEC professional development service components, PREK-3rd alignment, SPS Alignment Initiative, and state and national early learning and school-age care requirements and standards.
- l. Describe the percentage of your staff that will be associated with the service component for which you are applying. List those who have left positions that are associated with the service component in the past three years plus the current salaries and benefits paid to staff.
- m. Using (Attachment # 3) document the composition of your staff and governing Board.

Rating Criteria for Section I: Organization - A successful proposal meets all of the criteria listed below:

- *Agency has significant experience working with the priority populations.*
- *Agency has sufficient staffing and adequate supervision to ensure a quality professional development experience for early childhood educators that will lead to achievement of the desired investment results.*
- *Agency demonstrates the ability to retain its staff by offering adequate supervision, professional development, competitive wages and benefits.*
- *Agency has extensive and effective experience providing quality early learning and school-age professional development services.*
- *Staff is culturally representative of the priority population with appropriate professional development experience and language skills.*
- *Agency demonstrates a clear understanding of early learning and school-age care professional development goals, principles, and key elements.*
- *Agency demonstrates knowledge and experience in meeting different standards and needs of early learning and school-age care programs and educators.*
- *Agency shares the vision of culturally relevant teaching practices and has an extensive experience serving diverse populations of early learning and school-age care professionals.*

Section II: Budget (15 points)

The purpose of this section is for you to document having the financial capacity to administer the requirements outlined in one, two, three, or all four components of the professional development components. Using Attachment #2, provide a detailed budget that includes the following:

- a. Provide a proposed budget, which includes each component that you are proposing for funding. Include in the budget for providing the services expenses as well as expected income from all available funding sources, including in-kind resources, grants, contracts, and any other sources of funding, complete (Attachment #2).
- b. Your budget should include a list of staff positions, the proportion of each position that you expect to fund with the FEL and City of Seattle Human Services Department General Fund, the expected salary and benefits costs associated with those positions.
- c. Describe your agency funding sources and any additional funds and/or services that may be leveraged with FEL and City of Seattle Human Services General.

Rating Criteria for Section II: Budget - A successful proposal meets all the criteria listed below:

- *Agency's budget is realistic, accurate, and adequate to provide proposed services given the population, service approach and intensity.*
- *Agency provides professional development component services in a cost effective manner.*
- *The Families and Education Levy and City of Seattle Human Services Department General Fund investment is cost effective and significant enough to be administratively efficient and to yield measurable results.*
- *Agency demonstrates ability to leverage other funds or services.*
- *Staff salaries are appropriate and include benefits.*

Section III: Partnerships (20 points)

The purpose of this section is for you to document collaborative efforts with community partners and culturally congruent individuals and organizations. Provide a detailed, yet brief description that includes the following:

- a. Provide a proposed budget, which includes each component that you are proposing for funding. Include in the budget expenses as well as expected income from all available funding sources, including in-kind resources, grants, contracts, and any other sources of funding, complete (Attachment #2).
- b. Describe established or new partnerships that will help you to align professional development services to ensure seamless integration between SEEC professional development components.
- c. Describe your participation in SEEC or any other early learning and school-age care networks.
- d. Describe your agency's strategy to establish and maintain new partnerships with other organizations in the educational community.
- e. Describe how your organization partners or will partner to align professional development with the following: Classroom Assessment Scoring System (CLASS), Common Core State Standards, Seattle's PREK-3rd Partnership Five Year Action Plan, Washington Quality Rating and Improvement System (QRIS) standard, and Washington Management Education Registry and Information System (MERIT)

Rating Criteria for Section III: Partnerships - A successful proposal meets all the criteria listed below:

- *Participation in several partnerships is described and applicant is demonstrably integrated and active in the early learning and school-age care communities.*
- *Agency demonstrates an understanding of how to integrate services with other providers, schools, and partners at various levels: local, regional, state, and national.*
- *Agency has experience in collaborating and coordinating services with culturally congruent individuals and organizations.*
- *Agency describes past experiences in collaborating and coordinating related services.*
- *Agency's plan to establish, maintain, and strengthen partnerships is achievable and ensures seamless integration between professional development components.*
- *If proposal includes subcontracted services, benefit, roles and responsibilities are clear.*

Section IV: Tracking Results (10 points)

The purpose of this section is for you to document your capacity to collect, manage, and analyze demographic, attendance, and evaluation information, as well as assessment data regarding different aspects of the professional development process and report it to HSD. Provide a detailed, yet brief description that includes the following:

- a. Describe your experience in evaluating professional development activities.
- b. What measures or outcomes do you regularly use to monitor professional development services?
- c. What is your organization's current technological capacity and how does it support reporting on the indicators mentioned above?
- d. How do you manage your data? Include in the description the type/s of electronic software and display formats (spreadsheets, graphs, charts etc?)
- e. Describe your database system for tracking information. In the description, explain how you will you manage the training plans, training activities, training accomplishments for all participants as well as assessment data for indicating outcomes and milestones?
- f. Describe how you will collect, analyze, and synthesize professional development data (academic coursework, coaching hours, individual professional development plans, quality improvement plans, and training), assessments, and child outcomes to inform teacher practices and planning for professional development .
- g. Describe the steps that your organization takes to execute midcourse corrections that are warranted by data reports.

Rating Criteria for Section IV: Tracking Results - A successful proposal meets all the criteria listed below:

- *Agency has demonstrated experience and a data system with the capacity to track necessary information for outcomes and analysis.*
- *Agency regularly records and manages different types of data electronically.*
- *Agency uses data for quality improvement purposes and decision making.*

Section V: Professional Development (20 points)

The purposed of this section is to document your activity for planning, organizing, implementing, managing, and providing direct or contracted professional development services relevant to the area of its expertise to ensure that early learning and school-age care educators are able to access high quality professional development which results in measurable outcomes.

- a. Describe key elements of a quality early learning and school-age care professional development system that ensures seamless integration between the four professional development service components.
- b. Describe key elements of a quality early learning and school-age professional development system that ensures seamless alignment between Classroom Assessment Scoring System (CLASS), Common Core State Standards, Seattle's PREK-3rd Partnership Five Year Action Plan, Washington Quality Rating and Improvement System (QRIS) standard, and Washington Management Education Registry and Information System (MERIT).

c. Read scenario below and respond to each question relevant for the component(s) for which you are applying.

Scenario:

You have the opportunity to serve 200 teachers; 67 teachers speak languages other than English. They work for a variety of programs (Step Ahead, ECEAP, CCCP, Head Start, and Seattle Public Schools) in approximately 120 learning environments (Family Friend and Neighbors, Family Child Care, Preschool, and School-Age Care), serving 1,800 children of whom 22% children speak languages other than English.

Develop your plan based on an annual schedule, and an investment allocated for **each** of the professional development components included in your proposal (see page 7).

Data:

- *37% classrooms didn't meet a standard score in designated program quality assessment tool.*
- *54% classrooms met competency levels as measured by a designated embedded curriculum assessment tool.*
- *20% of children didn't meet developmental competency levels as measured by a designated embedded curriculum assessment tool.*
- *48% of children met age equivalency indicator as measured by a designated formal assessment tool.*
- *55 % of educators and caregivers achieved the professional development and academic goals outlined in their individual professional development plans. 2 % have a MA degree and 1% working toward a MA degree; 7 % have a BA degree and 5 % working toward a BA degree; 21% have an AA degree and 12% working toward an AA degree, 7 % have CDA and 8% working toward a CDA, and 5 % are taking college accredited ECE classes.*

A. On-site Coaching and Professional Advising Services

- a. Develop a coaching plan with an allocation of coaching hour-based data results.
- b. Describe how you would use professional advising in order to enhance the quality of teaching practice. Include in the description how you would align the coaching and professional development advising services component with the other professional development components.

B. Professional and Career Training Services

- a. Develop an annual training plan based on what you know about the needs of the priority population and the requirements of the professional and career training services requirements. Include in the description how you would align the career and training services component with the other professional development components.
- b. Describe how you will differentiate training activities and what formats and models you will use in order to meet diverse needs of your participants.

C. Academic Coursework and Academic Advising Services

- c. Develop an academic advising plan. Include in the description how you would align the academic coursework component with the other professional development components.
- d. Describe how your academic coursework will help educators and caregivers to

meet multicultural and linguistic needs of their children.

D. Training the Trainer and Outreach-Family Friends and Neighbors(FFNs)

- a. Describe how you would design a Professional Development Resource Center or Hub (**a place in which training opportunities and Pre-K-3rd alignment activities are open to community early learning and school-age care providers, Family Child Care providers, and Family Friend and Neighbors caregivers**) that is culturally responsive to Family Care Providers and Family Friends and Neighbors (FFNs). Include in your description how you would provide kindergarten readiness resources and training to enable them to develop skills and knowledge around child development that will lead to children being school ready.

Rating Criteria for Section V: Professional Development - A successful proposal meets all the criteria listed below:

- *Agency has demonstrated an expertise and working knowledge of aligning and integrating professional development services.*
- *Agency demonstrates experience in data driven planning and program development.*
- *Agency has demonstrated an understanding of assessment data and its relevancy to professional development and teaching practice.*
- *Agency has demonstrated an expertise in meeting the professional development needs of diverse populations.*

Section VI: Culturally Responsive (20 points)

The purpose of this section is for you document your expertise in organizing, managing, and providing culturally responsive direct or contracted professional development services to a diverse population of early learning and school-age care providers.

- a. Describe key elements of a culturally responsive professional development system. In the description, describe how your organization meets each element.
- b. Describe mechanisms, if any, that your organization has in place to administer culturally responsive professional development.
- c. Describe the professional development activities and the frequency that your organization uses to train your staff around cultural competency.
- f. Describe your agency's experience working collaboratively with culturally congruent partners, provide specific examples and details.
- g. If applicable, detail work you plan to subcontract to culturally congruent individuals or organizations with funds from this RFI.

Rating Criteria for Section VI: Cultural Responsiveness - A successful proposal meets all the criteria listed below:

- *Agency has demonstrated an expertise and working knowledge of administering culturally responsive professional development.*
- *Agency has demonstrated an understanding of culturally responsive practices and its relevancy to professional development and teaching practice.*
- *Agency demonstrates an understanding of the importance of developing cultural competency in staff and demonstrates a commitment to engaging staff in ongoing cultural competency development.*

IV. PROPOSAL CHECKLIST

A completed proposal packet must include all of the following items:

1. A completed two-page cover sheet (Attachment 1)
2. A completed proposal narrative (see Section III for instructions)
3. A completed Program Budget Summary (Attachment 2)
4. A completed Personnel Governing Board Inventory (Attachment 3)
5. A copy of your agency's most recent financial audit
6. A copy of your agency's most recent financial statement
7. A current certificate of nonprofit status for your agency
8. A current certificate of public liability insurance
9. If you are proposing a significant collaboration with another agency, attach a signed letter of intent from that agency's Director or other authorized representative
10. If your agency has an approved indirect rate, attach a copy of proof the rate is approved by an appropriate federal agency or another entity

Incomplete proposal packets will be deemed unresponsive and will not be rated.

V. LIST OF ATTACHMENTS

Attachment 1	Application Cover Sheet
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**City of Seattle Human Services Department
Youth and Family Empowerment (YFE) Professional Development RFI
APPLICATION FORM**

PROFESSIONAL DEVELOPMENT COMPONENT/S

Check all for which you are applying:

- ☐ On-site Coaching and Professional Advising
- ☐ Professional and Career Training
- ☐ Academic Coursework and Academic Advising
- ☐ Outreach and Training the Trainer-Family Friends and Neighbors (FFNs)

AGENCY INFORMATION

Name of Agency _____

Mailing Address _____

Zip Code _____

Phone _____

Agency Director _____

E-mail _____

Agency Status (check one)

- ☐ Incorporated as a private non-profit corporation in the State of Washington and has been granted 501(c)(3) tax exempt status by the United States Internal Revenue Service;
IRS Employer Identification Number (EIN): _____
- ☐ A public corporation, commission, or authority established pursuant to RCW 35.21.660 or RCW 35.21.7301

AGENCY CONTACT

Contact Name _____

Position _____

Phone Number _____

E-mail _____

(Program Contact must be available by phone during business hours)

BUDGET INFORMATION

Total Amount Requested	\$	Total Project Budget	\$
Will match (other) funds be used?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please detail the match/other fund(s) source and amount:	
In-Kind Resources – Please list and quantify			

I understand the terms and conditions of the RFI and agree to meet City of Seattle requirements if a contract award is made. All information provided in this proposal is true and accurate to the best of my knowledge.

Signed _____

Date _____

(Agency Director or Board Chair)

PROGRAM BUDGET SUMMARY

Contractor Name:			
Person Completing Form:		Phone Number:	

ITEM	Amount by Fund Source				Total Project
	RFI Fund	Other HSD Fund	Other ¹	Other ¹	
1000 - PERSONNEL SERVICES					
1110 Salaries – Full- & Part-Time					
1300 Fringe Benefits					
SUBTOTAL – PERSONNEL SERVICES					
2000 – SUPPLIES					
2100 Office Supplies					
2200 Operating Supplies ²					
2300 Repairs & Maintenance Supplies					
SUBTOTAL – SUPPLIES					
3000 - 4000 - OTHER SERVICES & CHARGES					
3100 Expert & Consultant Services					
3140 Contractual Employment					
3150 Data Processing					
3190 Other Professional Services ³					
3210 Telephone					
3220 Postage					
3300 Automobile Expense					
3500 Printing & Duplicating					
3600 Insurance					
3700 Public Utility Services					
3800 Repairs & Maintenance					
3900 Rentals – Buildings					
Rentals – Equipment					
4290 Other Miscellaneous Expenses ⁴					
4999 Administrative Costs/Indirect Costs ⁵					
SUBTOTAL – OTHER SERVICES & CHARGES					
TOTAL EXPENDITURES					

¹ Identify specific funding sources included under "Other" above:

	\$
	\$

² Operating Supplies - Itemize below (Do Not Include Office Supplies):

	\$
TOTAL	\$

³ Other Professional Services - Itemize below:

	\$
	\$

⁴ Other Miscellaneous Expenses - Itemize below:

	\$
TOTAL	\$

Bars Classification of Expenditures by Object Guidelines
Subcontracted Programs

1000

PERSONNEL SERVICES – *Includes expenses for salaries, wages and related employee benefits provided for all persons employed by the agency.*

1100 Salaries & Wages – Fees paid for personal services rendered.

1110 Salaries (Full- & Part-Time) – Salaries and wages paid for services rendered by full- and part-time employees.

1190 Other Salaries & Wages – Salaries and wages paid for services performed by temporary and intermittent employees.

***Examples:** Work Study, CETA coverage*

1220 Overtime – Fees paid in addition to regular salaries and wages for services performed in excess of regular work hour requirements.

1300

Fringe Benefits

1310

FICA

1320

Pensions & Retirement

1330

Health Care

1340

Industrial Insurance & Medical Aid

1360

Dental

1380

Unemployment Compensation

1400 Other Employee Benefits – Amounts paid to provide employees with uniforms, clothing or other benefits not classified above, such as disability insurance.

2000

SUPPLIES – Includes articles or commodities which are consumed.

2100 Office Supplies – Will consist only of supplies and materials that are to be used in the office.

***Examples:** office stationery, forms and small items of equipment (value under \$5,000, except computers and software).*

2200 Operating Supplies – Supplies used to fulfill the needs of operations.

***Examples:** agricultural supplies, chemicals, drugs, medicines, laboratory supplies, cleaning and sanitation supplies, food for human consumption, lubricants, household and institutional supplies.*

2300 Repairs & Maintenance Supplies – Supplies used in repair and maintenance.

***Examples:** building materials and supplies, paints and painting supplies, plumbing supplies, motor vehicle repair and small tools.*

2500

Fuel Cost

2510

Gas

2520

Diesel

2530

Heating

2590 All Other Fuel Costs – EXCEPT Washington Natural Gas (Code 3700)

2600

Minor Data Processing Items

- 2610** Personal Computer & Printer Configurations – Value per item configuration over \$1,000 and under \$5,000.
- 2620** Software Purchases – Under \$5,000 per item.

3000-
4000**OTHER SERVICES & CHARGES**

- 3100** Expert & Consultant Services – Services performed on a non-recurring basis.
***Examples:** auditing services, accounting services, special legal services and other individual and one-time services.*
- 3140** Contractual Employment – Fees paid to individuals or businesses for temporary or short-term services.
***Examples:** Manpower people, Kelly Girls*
- 3150** Data Processing – All data processing charges.
- 3190** Other Professional Services – Professional services not covered in the above classifications.
***Examples:** Janitorial services, protective services, photographic services (film processing) and other professional services.*
- 3210** Telephone – Includes installation, long distance, directory service and local telephone service costs.
- 3220** Postage – Includes all meter postage, stamps, postal permits, etc.
- 3290** Other Communications – Includes Western Union costs.
- 3300** Automobile Expense – Includes lease and motor pool charges.
- 3320** Private Auto Allowance – Includes lease and motor pool charges.
- 3390** Other Transportation Expense – Transportation expenses not covered in the above classifications.
- 3500** Printing & Duplicating – Includes printing, duplicating and/or binding of books, pamphlets, newsletters and other reading materials.
***Examples:** Xerox charges, year-end reports and printed materials for outside distribution. Does not include costs for preparation of routine office forms.*
- 3600** Insurance – Includes all insurance premiums except what is applicable to Personnel Services.
- 3700** Public Utility Services – Includes Washington Natural Gas, City Light, Water, Garbage, Sewer and Puget Power.
- 3800** Repairs & Maintenance – Includes all services required in the maintenance of all equipment, machinery, buildings and improvements.
***Examples:** Repair and maintenance of park lights, elevators, boilers, trucks, tractors, shop equipment, air conditioning units and office equipment.*
- 3900** Rentals – This classification should include all types of rentals.
***Examples:** Rental of office equipment, land, buildings, movie rental fees, and machinery and equipment rental charges.*
- 4290** Other Miscellaneous Expenses – Includes other miscellaneous expenses not covered in the preceding classification.
***Examples:** Laundry, court costs, dues, memberships, subscriptions and other miscellaneous items.*
- 4999** Administrative Costs – Collection of administrative/indirect costs incurred by the agency's operation of this contract. **The exact rate, mechanics of collection and specific approval to use this expenditure object will be given on a contract-by-contract basis to certain agencies.**

Personnel and Governing Board Inventory

Document the composition of your staff and governing Board. Please use additional paper if needed.

[illegible]

Seattle Early Education Collaborative (SEEC) Early Learning and School-Age Care Programs

Step Ahead provides one year of preschool services for over 600 three and four year old children from moderate income families at child care Agencies and sites located within the City of Seattle. Several Step Ahead programs are also identified as Blended programs; they provide funding and services from Step Ahead and ECEAP or Head Start. Some Step Ahead programs include bilingual and dual language programs and a few sites provide services for birth through three years old enhancing their long-term school success. Step Ahead preschools are aimed at developing the social/emotional, physical, cognitive, and language skills of children to ensure each child is prepared for success in kindergarten and beyond.

School-Age Care include those programs that provide extended care for children 5-12 years of age; before and after school hours, during the summer, and during school break/recess periods. Care for school-age children may be in a variety of settings: public school-based programs, licensed Parks and Recreation Department sites, independent and multi-site programs, and includes agencies serving school-age children in addition to younger children. Programs based in Seattle Public School buildings operate under an alignment agreement with the District which has an additional set of standards for program operation. HSD currently administers professional development to school-age care educators employed at over 25 parks and recreation sites and 57 licensed child care programs serving school-age children.

Early Childhood Education and Assistance Program (ECEAP) provides services to over 330 three and four year old children from low income families at a number of agencies within the City of Seattle. Some children attend for two years, with most attending one year. This program is a “whole-child”, family-focused preschool program designed to assist low-income children and their families to be prepared to succeed in school. The program has four interactive components: education, health and nutrition, family support, and parent involvement. As a Blended program, several Agencies serve both ECEAP and Step Ahead students.

Family Friends and Neighbors (FFNs) provide unlicensed home-based child care services on a regular basis to children birth to 12 years of age. The service is one of the most common forms of non-parental child care and is provided by a family member, friend, or neighbor. FFN providers offer culturally relevant, flexible, and stable childcare services and are a positive choice for many families who prefer care by a relative, a caregiver they know and trust, and someone who shares and can transmit their family and cultural values. FFNs share in the purposes of promoting children’s healthy development, early literacy, school readiness and fostering community partnerships in carrying out these goals.

Family Child Care Providers (FCCPs) Family child care providers provide licensed home-based care for children birth to 12 years of age in the providers’ own home. The children are usually in a mixed age group with a low adult to child ratio. Care is flexible, typically offered during the day, evening and or weekend and tends to be personalized and individualized.

Head Start programs serve early learning educators who work in two types of settings: Early Head Start and Head Start. Early Head Start programs provide home-based services to pregnant women and children birth to three years of age. Head Start provides services to three and four year old children from low income families. In the previous RFI, several City of Seattle’s Head Start agencies received professional development services: Denise Louie Education Center (DLEC), First A.M.E. Child and Family Center (FAME), Neighborhood House

(NHH), Seattle Public Schools (SPS), United Indians of All Tribes Foundation (UIATF). These Head Start programs offer a wide variety of services that are responsive to the child's heritage and the family's needs to ensure healthy child development and that learning skills are acquired.

Comprehensive Child Care Program (CCCP) provides services to over 6,000 children, infants through 12 years old, in over 130 settings. These child care and school-age programs have agreed to meet standards higher than the minimum state licensing requirements and are monitored for financial, administrative, family and classroom practices. HSD also assists low-moderate-income working families with child care subsidies to pay for child care costs in participating CCCP child care homes and centers.

Seattle Public Schools is one of the largest K-12 school systems in Washington State. It employs more than 3100 teachers to serve more than 47,000 students in 91 schools. A main focus at SPS is to improve academic achievement for all students and to commit to ensuring that all students graduate from high school prepared for college, careers, and life. SPS partners with OFE to provide PREK-3rd seamless transitional activities for children, families, and early educators and caregivers. For more information regarding the P-3 Partnership Alignment, refer to http://newschoolfoundation.org/wp-content/uploads/2010/08/PreK3rd-Action-Plan_20106.pdf. The Seattle Public Schools Community Alignment Initiative provides partnership plans between elementary schools and school-based early learning and school-age care providers. For more information regarding the SPS Community Alignment initiative, refer to <http://district.seattleschools.org/modules/cms/pages.phtml?pageid=229447> and click on the link: community alignment initiative at a glance.

Seattle Public Schools Title I Elementary Schools.

SEATTLE PUBLIC SCHOOLS TITLE I ELEMENTARY SCHOOLS

Priority is given to educators and caregivers that serve children and families residing in the following Seattle Public Schools feeder patterns. This list is subject to change each year.

Aki Kurose Feeder Pattern	Mercer Middle School Feeder Pattern
• Dunlap Elementary	• Beacon Hill International Elementary
• Emerson Elementary	• Dearborn Park Elementary
• Graham Hill Elementary	• Hawthorne Elementary
• Martin Luther King Jr. Elementary	• Kimball Elementary
• Rainier View Elementary	• Maple Elementary
• Wing Luke Elementary	• Van Asselt Elementary
Denny Middle School Feeder Pattern	Washington Middle School Feeder Pattern
• Concord Elementary	• Gatzert Elementary
• Highland Park Elementary	• John Muir Elementary
• Roxhill Elementary	• Leschi Elementary
• Sanislo Elementary	• Madrona (K-8)
• West Seattle Elementary	Whitman Middle School Feeder Pattern
Eckstein Middle School Feeder Pattern	• Broadview-Thomson (K-8)
• Olympic Hills Elementary	• Northgate Elementary
South Shore (K-8) – Choice School	

Professional Development Assumptions

Knowledgeable and skillful educators and caregivers that proficiently transform theory to practice are believed to effectively support the development of children acquiring the knowledge and skills needed for success in school and life. The professional development overall requirements are based on the following assumptions:

- Professional development that is based on best and promising practices and that involves alignment throughout the education continuum, and alignment with state and national standards, is efficient and effective when preparing educators and caregivers.
- Professional development that is culturally responsive and meets the unique needs of adult learners is one of the most effective approaches.
- A professional development pathway for participants with multiple entry points is one of the most successful approaches, reflecting the wide diversity of educational backgrounds and personal circumstances of the current provider and teaching pool.
- Demonstrated knowledge of the educational philosophies and program requirements of early learning and school age programs promotes effective professional development.
- Professional development that utilizes current technology through multiple educational formats provides increased opportunities for adult learners to be successful. This may include computers, videos, tapes, cameras which maximize meeting the needs of multiple learning styles.

Coaching and Mentoring Assumptions

On-site coaching and mentoring creates the capacity for continuous development and success, through supporting early learning and school age programs in implementation of curricula, teaching methodology, and management strategies for the learning environment that are relevant to the cultural and social contexts of children served. Coaching and mentoring create a powerful alliance between an early learning or school age educator/caregiver and an on-site coach designed to enhance the instructional practices, to improve a quality of program environment, and to make children's learning process effective by supporting educators and caregivers in meeting their professional development goals. Coaching and mentoring requirements are based on the following assumptions:

- Coaches and principals and agency directors or program supervisors who lead collaboratively concerning program operation, supervision of staff, team building, quality improvement activities and accreditation are more successful in meeting outcomes than those who do not.
- Coaches that continually demonstrate the relevance of early learning and school age education and promote alignment and continuity in the learning environment, enhance adult learner's motivation to participate and succeed.
- Successful coaches understand adult learners may be challenged by returning to education settings after negative and punitive experiences in prior educational settings.

Effective coaches provide support, encouragement and skills to assist adult learners in being successful in professional development trainings and college courses.

Professional and Career Training Assumptions

Professional and career training services are educational and career enhancing opportunities that reflect the latest research and best practices in early learning and school age care and in bilingual/multicultural child development, and are delivered in an environment that includes experiential learning. Professional and career training services are offered in a multi-cultural context that builds on the strengths inherent in the culture and diversity of educators and caregivers to further develop their skills to provide culturally responsive programming. Professional and career training requirements are based on the following assumptions:

- Trainings which provide Washington State Training and Registry System (STARS) hours, college accreditation, or certification result in alignment with industry practices and additional benefits to those who attend.
- Trainings offered in variety of educational formats including online, hybrid, evening, weekend, and community classes are more easily accessible and therefore more effective in improving teaching practices.
- Trainers that provide participants the opportunity to develop knowledge and skills gradually, allowing needed time for processing and reflection are more successful meeting outcomes than those that are not.

Training the Trainer and Outreach-Family Friends and Neighbors (FFNs) Assumptions

Families play a critical role in supporting their children's academic, emotional, and social success. Consequently, it is perceived that partnering with families and the communities in which they reside, to be extremely valuable when it pertains to supporting children's development. Engaging and partnering with families is about relationship building and collaboratively supporting the cognitive, emotional, physical, and social well-being of their children. Professional development requirements for Family Child Care Providers and Family Friends and Neighbors (FFNs) caregivers are based on the following assumptions:

- When family engagement activities are systematically integrated across the developmental domains (cognitive, emotional, language, physical, and social) and academic impact areas, school readiness outcomes are achieved.
- Ongoing, respectful, partnerships and relationships with families leads to the continued achievement of goals and aspirations, as families are lifelong educators of their children.
- Linking families to educational resources and quality professional development integrates families' knowledge and expertise about their children and expands families' knowledge and skills for being included in major decisions and effectively supporting the holistic development of their children.